



SAFE ROUTES TO SCHOOL

How Walkable or Bikeable Is Your Community?

Lesson Plan

Grade Level:	6-8
Subject Areas:	Writing, Practical Living/Vocational Studies
Core Content:	WR-(06,07,08)-1.2.03, PL-(06,07,08)-1.4.01, PL-(06,07,08)-1.2.01
Overview:	During this lesson students will recognize dangers in their community for walkers and bicyclists. They will also understand the roles of various local government officials and become responsible citizens. Students will determine how many calories they can burn using a pedometer.
Suggested Time:	Two class periods
Materials Needed:	Chart paper or chalk/white board, How Walkable is Your Community checklist, How Bikeable is Your Community checklist
Vocabulary:	council, debris, exhaust, government, mayor, pothole, road shoulder

Activities:

Day 1

1. Ask students where they walk or ride bikes. What times of day? During what types of weather conditions?
2. Discuss any problems they encounter with their walks or bike rides. Log student responses on chart paper or white board.
3. Distribute the How Walkable/Bikeable is Your Community checklist and ask students to take a walk/bike ride before the next class day and complete the list. Students might need a weekend to complete this assignment.

Day 2

4. Discuss the findings from the students' checklists.
5. Chart the findings and compare with the previous class period list.
6. Discuss any problems they found.
7. Discuss the roles of various local government officials. Have students write letters to the appropriate local government official asking for corrections to the problems found or complimenting them on a good walking or biking community.



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Extensions:

- Challenge students to become good citizens by reporting any new problems that develop on their daily walks/rides.
- Have students use a pedometer (instruction on its use may be required) to find out how many calories they burn during their walks.

